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AUTHOR Long, Doug; DeTrude, Judy
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ABSTRACT

An increasing number of adventure facilitators are being trained in school settings. The common form of training consists of modeling the appropriate behavior to new facilitators followed by an apprenticeship period. An attempt was made to determine if adventure facilitators were making ethically correct decisions based upon their knowledge and skills obtained in training or from workshops on adventure ethics and decision making. Adventure facilitators and apprentices (N=87) in one school district were surveyed about five areas of decision making: (1) empowerment; (2) informed consent; (3) appropriate use of risk; (4) dual relationships; and (5) physical needs of participants. Based upon the data presented, it can be concluded that the facilitator responses accept the hypothesis that adventure facilitators, without the benefit of extensive adventure-based decision making, can make correct decisions based on personal knowledge and experience in the five areas of decision making. Recommendations include follow-ups with focus groups to determine appropriate training models to enhance current facilitator training; follow-up with facilitators on the use of the mute technique in the group; and replicate study with other school based adventure facilitators. (JDM)

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ED 449 428

A Study of Facilitator Decisions on Ethical Adventure Issues

Doug Long, M.A.
Assistant Dean
Interlochen Academy for the Arts
and
Judy DeTrude, PhD
Associate Professor
Sam Houston State University

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ABSTRACT

A Study of Facilitator Decisions on Ethical Adventure Issues

An increasing number of adventure facilitators are being trained in school settings. The common form of training consists of modeling the appropriate behavior to new facilitators followed by an apprenticeship period. This study sought to determine if adventure facilitators were making ethically correct decisions based upon their knowledge and skills obtained in training versus specialized workshops on adventure ethics and decision making.

A questionnaire was distributed to 87 adventure facilitators and apprentices in the Spring Independent School District. A 54% rate of return was achieved (47 respondents). The data collected were analyzed using frequencies and percentages. In most cases, the majority of respondents agree as to whether the facilitator in the scenario handled the situation correctly or incorrectly. The only scenario given to further analysis would be scenario nine where percentages were diffused across all categories (agree, disagree, other).

The use of t-tests to study significant variance gives light to differences. However, due to the limited sample size, analysis gives a general impression but does not give the ability to extrapolate further information from the data as presented.

Recommendations were made to follow-up with focus groups to study the effectiveness of training as well as a replication of the study with other school based adventure facilitators.

Chapter 1

INTRODUCTION

General Introduction

Experiential education/counseling in the school/therapeutic setting originated with the adaptation of the Outward Bound model of experiential education in 1971 into what became Project Adventure, a program carried out at Hamilton-Wenham High School in Massachusetts. Since its inception into the mainstream of education, schools have increasingly begun to use the experiential process to work with students from a variety of backgrounds in a nontraditional manner. Many school districts now find themselves training and staffing adventure facilities or challenge courses to meet the requests for this specialized type of teaching and counseling.

As with most disciplines, certain professional actions are more appropriate than others. When these actions pertain to moral decisions and conduct, they are usually identified as ethical issues. Ethical decision making involves determining which behaviors in such issues are "morally" right. Issues of ethical concern might arise when a conflict over what is the best course of action to follow occurs. (Priest and Gass, 1997)

Statement of Problem

An increasing number of teachers and counselors are being trained as adventure facilitators. The most common form of training consists of modeling the appropriate behavior to new facilitators followed by an apprenticeship period in which they have the ability to practice facilitation skills while being observed by more experience personnel.

Purpose

This investigation sought to determine if adventure facilitators were making ethically correct decisions based upon their own personal knowledge and skills obtained in training and facilitating versus specialized workshops on adventure ethics and decision making. Five specific areas were investigated: empowerment, informed consent, appropriate use of risk, dual relationships, physical needs of participants.

Significance of the Study

This information will be useful in assessing the effectiveness of adventure training by identifying future training needs, which will in turn enhance the experience and safety of adventure participants.

Definition of Terms

1. Experiential Education: Experiential education programs are guided by the following four principles that provide framework for the facilitation of the activities: (1) active learning, (2) authenticity, (3) drawing on students' experience, and (4) connecting lessons to the students' future. Examples of these include internships, service learning, travel programs, scientific exploration in a natural setting, leadership training, Outward Bound courses ROPES classes (Carver, 1995).
2. ROPES: Reality Oriented Physical Experiential System also commonly referred to as a Challenge Course.

Null Hypothesis

Adventure facilitators without the benefit of extensive training in adventure based decision making can make ethically correct decisions based on personal knowledge and experience in the following areas:

Empowerment

Informed Consent

Appropriate Use of Risk

Dual Relationships

Physical Needs of Participants

Limitations and Delimitations

This study was limited to school based adventure facilitators, as well as being limited to a self-reporting survey instrument. It was delimited to adventure facilitators in the Spring Independent School District.

Assumptions

1. It was assumed that the individuals in this study are adventure facilitators associated with the Spring Independent School District.
2. It was assumed that the adventure facilitators in this study are representative of other school based adventure facilitators.

Chapter 2

Review Of The Literature

The experiential education model promotes the development of student agency (a sense of how one becomes more of a change agent in one's own life and how to use the knowledge as a source of power to generate action), belonging (constructing mutually beneficial relationships, positive self-identification, and positive feelings about program participation and community membership), and competence (acquiring skills, knowledge and the ability to use them in a variety of situations). It does so by introducing resources and behaviors that allow for active learning, drawing on student experience, authenticity, and connecting lessons to the future in a learning community that values caring, compassion, responsibility, accountability, spirituality, ethics, individuality and critical thinking (Carver, 1995). (Figure 1)

Figure 1 The Experiential Education Model

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The experiential education model cuts across all stereotypical placements and levels and, due to the structure of the model, allows diversity to be a positive factor or strength within the experience.

Luckner and Nadler state that what experiential learning does best is to instill a sense of ownership over what is learned. It adds to the interest and involvement of the participants, but most importantly it contributes significantly to the transfer of learning. The ultimate result is that individuals accept responsibility for their own learning and behavior, rather than assigning that responsibility to someone else. (1997)

This model used in conjunction with a challenge course allows students to set goals to achieve for themselves and their group. Then in the safe operating environment of the group process they practice the skills needed to meet and maintain the goals before integrating them in an environment outside of the course such as in school, at home or the workplace. Students are then briefed on a concrete task with which to perform (walk on a pole, climb a 40' wall, swing on a rope to land on a small platform) along with a problem to solve (i.e. how best to satisfy the group and individual goals during this particular challenge). When the activity is completed, the most important aspect of the education begins in the form of a debriefing. The students look at how they performed in relationship to the goals that they had set for themselves and then through discussion extend the concepts into personal situations outside of the group setting (i.e. school, home, work setting). (Prouty, Radcliffe, Schoel, 1988) (Figure 2)

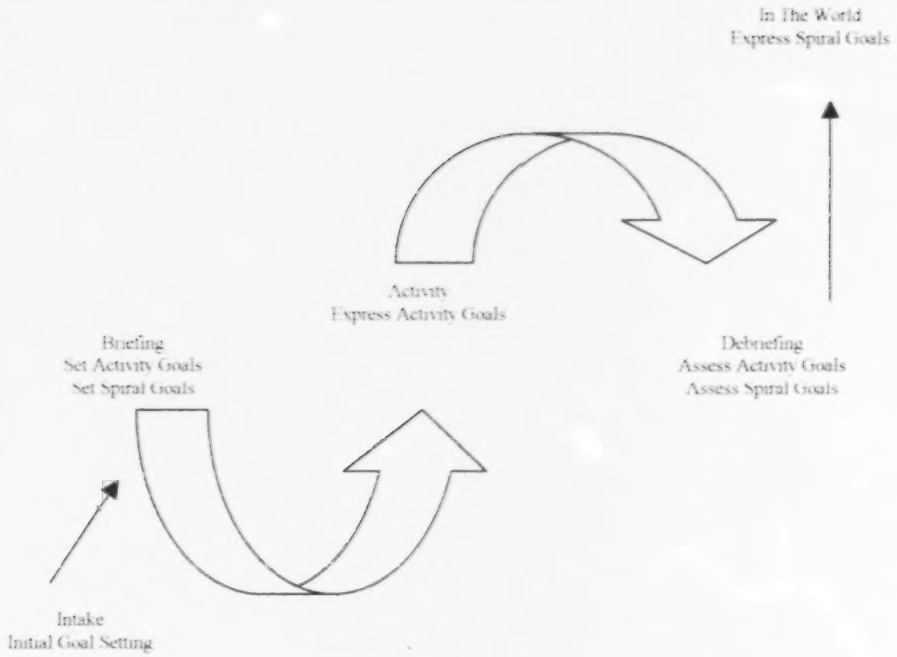

Figure 2 Adventure Wave

The debriefing is extremely crucial in the transference of knowledge gained in the activity to other activities and then into the outside world. The debriefing model flows through a series of stages: a) observation and reflection (what happened), b) formation of abstract concepts and generalizations (so what), c) testing concepts in new situations (now what). The focus of debriefing leads to the use of the information gained from the experience to real world applications where the learned and practiced knowledge might be used. (Adventure Based Counseling, 1991) (Figure 3)

Occurring simultaneously with the adventure wave and debriefing, the group facilitator is analyzing the group and making decisions relating to focus, intensity future objectives and activities. This process is casually referred to as "counseling on the run".

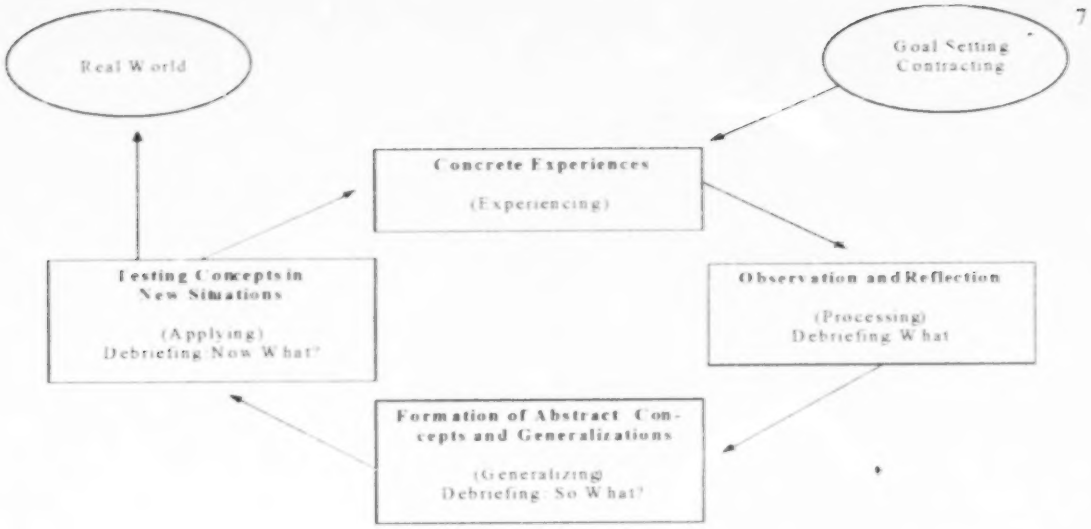

Figure 3 Experiential Learning Cycle

Through the identification of group needs the facilitator has the task of providing experiences that are safe and appropriate for the group as they are working within the adventure process. One method of scanning the group to create definitions of both personal and interpersonal needs is the GRABBS Modality Check List. (Figure 4)

GRABBS Modality Check List	
Goals	How does the activity relate to the group and individual goals that have been set?
Readiness	This regards levels of instruction (skills) and safety capabilities. Is this group ready to do the activity? Will they endanger themselves and others? Do they have the ability to attempt and complete? What will you have to do to change the event to compensate for lack of readiness.
Affect	What is the feeling of the group? What kinds of sensations are they having? What is the level of empathy or caring in the group?
Behavior	How is the group acting? Are they resistive? Disruptive? Agreeable? Are they more self involved, or group involved? Are there any interactions that are affecting the group, both positive and negative? How cooperative are they?
Body	What kind of physical shape are they in? How tired are they? Do they substance abuse? Are they on medication? How do they see their own bodies?
Stage	Which developmental stage is the group at? (Forming, Storming, Norming, Transforming)

Figure 4 GRABBS Modality Check List

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It is within the context of the GRABBS framework that the group facilitator is entrusted with the task of "reading" the group and making important decisions about the direction that they will facilitate the mind, body and soul of the group. Trotzer states that leaders have the professional obligation to function in the best interest of the group members, the setting in which they function, and the community to the maximum degree possible. Of course there will always be conflicts of interest, ambiguous situations and crisis in which decisions will have to be made based on their own professional judgement and commitment to their clients. These decisions are never easy, require careful consideration before acting and are best made under the auspices of ethical guidelines. Ultimately, group leaders are always responsible for ethical practice in their leadership role. (Trotzer, 1999) When you accept responsibility the expectation is that you will perform the task according to the standards or practices of the profession. The standard is not determined by the background of the person in charge, such as skill, credentials held, maturity or knowledge. There is not one standard for beginners and inexperienced people and another for persons of some year's experience. The participant is owed a duty to be protected from unreasonable risk of harm, regardless of who is in charge (Dougherty, 1998)

The creation of ethical standards, codes and guidelines help to provide guiding principles for facilitators to follow when working through ethical issues and creating appropriate decisions. The creation of these standards of professional thought construct the groundwork for safety from unreasonable risk. Herlihy and Corey state that codes of ethics educate professionals and the general public about the professions responsibilities. They provide a mechanism for accountability, and through their enforcement, protect

client s from unethical procedures. For practicing professionals, the codes also serve as a basis for self-monitoring and improving practice. (1997)

The Association for Experiential Education (AEE) in conjunction with the American Psychological Association and the American Association of Marriage and Family Therapy created a set of ethical guidelines to be used as ethical standards when applying for accreditation under the auspices of AEE. Though these guidelines are not universally established as a means to censure facilitators from working with individuals they do define expectations that should be met to create a safe experiential program. Priest and Gass state that AEE has focused on seven specific areas in which guidelines have been defined:

1) Competence: referring to not working beyond your capability.
2) Integrity: referring to honesty, fairness and respect with regard to client interactions and peer relations.
3) Responsibility: referring to caring for the client's well being as well as the environments.
4) Respect: referring to the fundamental rights, dignity, and worth of clients and peers.
5) Concern: as referring to client's physiological and psychological needs and well being.
6) Recognition: as referring to social responsibility toward the community and society's needs.
7) Objectivity: as referring to not establishing relationships with clients beyond the role of leader and client.

Though guidelines exist they do not necessarily substitute for the ethical decision making process; they merely shepherd you through the process of resolving conflicts or dilemma's. (1997)

Herlihy and Corey state as a reminder that ethical codes should be considered living documents that may change over time and can only reflect the current state of knowledge. (1997) It becomes important that facilitators/group leaders become well versed in the ethical guidelines of their field as well as provide themselves with ongoing consultation, supervision and knowledge of advancing practices and standards.

Ethical codes and guidelines also have restrictions and limits placed upon both their purpose and credibility. Herlihy and Corey in their critique of ethics codes find four distinct limitations in codes as they presently exist:

1) Codes attempt to serve many purposes simultaneously, they tend to involve into lengthy documents with inherent inconsistencies – both prescribing what is desired and proscribing what is prohibited, setting forth both mandatory or minimal expectations and aspirational or desired conduct and mixing principles and behaviors in both general and specific terms.

2) A proliferation in codes causes professionals to be bound to abide by the codes of more than one professional association that they are a member, the divisional standards as well as national and state ethical codes. Although codes may not vary in significant ways, it is a daunting task for professionals to become familiar with every applicable code to know if they can honor its provision.

3) Opinions vary widely concerning how much latitude should be given for interpretation of the codes by the professionals they serve. Corey emphasizes that ethics codes are guidelines and should not be viewed as prescriptions, that professional judgment and flexibility are crucial factors in applying standards. Herlihy emphasizes the importance of consultation when uncertain as to how to apply the standards thus halting the danger of allowing questionable decisions to be justified as "differences in interpretations". Both however do agree that no code of ethics delineates the appropriate or best action in all cases that one could consider codes are no substitute for sound professional judgment.

4) Ethical standards are difficult to enforce; the majority of unethical behavior is difficult to detect. Examples of unethical behavior that can be detected would include: prolonged number of sessions, use of techniques inappropriate for the client, being unaware of counter-transference or failing to deal with it, and avoiding confrontation with the client while resorting to giving advice. (1997)

The manner in which a leader handles decision making within a group situation reflects not only the style from which they work but the method in which they were trained as well. Training programs consciously and unconsciously mold leaders according to certain theoretical and philosophical biases that are difficult to lay aside in the interests of groups or individuals (Trotzer, 1999) Coupled with the limitations presented by Herlihy and Cory one can see the importance of fostering ethical growth in

facilitators and group leaders through the development of their own approach to problem solving. This development under the auspices of acceptable professional practice standards and ethical guidelines allows the facilitators to develop and face individual instances of conflict with openness and flexibility to be sure the best possible route is followed. (Trotzer, 1999)

In developing ethical thinking with openness, flexibility and leadership in mind, the Kitchener model allows an individual to filter issues through one of five filters and respond with a decision that has been carefully weighed and analyzed. The filters are sequential so if a decision is not reached by sifting the data through one filter it is advanced to the next filter for analysis. This model allows for continuous growth, as decisions are made the ability to make decisions of a similar nature become easier hence, the process of discovery is shorter. Priest and Gass in their description of the Kitchener model (Figure 5) describe the steps in the following manner:

1) Intuition: Ethical responses in the intuition level come from the pretreflective or "gut reactions" to the question. The ethical beliefs associated with these decisions are so well established the answer is obtained through "ordinary moral sense".

2) Option Listing: When you are unable to resolve an ethical decision at the intuitive level, option listing and the evaluation of those options, their outcomes, and potential ramifications needs to occur. This serves as a foundation in the ethical decision making process in which ever of the three remaining steps is used.

3) Ethical Rules: Generally externally established codes of conduct to maintain a certain level of ethical behavior and their creation is considered a developmental benchmark in the quest for professionalism.

4) Ethical Principles: Considered to be the enduring beliefs about specific modes of conduct or ends of states of existence that, when acted upon, protect the interest and welfare of all. More general in nature than rules the five principles are considered to be ***autonomy*** defined as individuals having the freedom of action and choice as long as their behavior does not infringe on the rights of others; ***nonmalefience***, defined as meaning above all else no harm will come to the people; ***beneficence***, the focus to be on the contribution to the health and welfare of others; ***fidelity***, defined faithfulness, keeping promises, being loyal to peoples rights; ***justice***, defined as individuals being treated as equals and implies the concept of fairness.

5) Ethical Theories: The most broad and final stage helps you determine which factors are relevant to the situation and should take precedent. Two principles used in this process are balancing and univeralizability. With balancing, you compare options, trying to pick the one that brings about the least amount of avoidable harm to all parties involved. With universalizability, you seek to institute and generalize the same ethical actions across similar situations.

This model does not hold that one step is better than the next, only more appropriate for providing professional guidance when making an ethical decision. The more ethical

decisions that one makes the higher the likelihood that the decisions will be made from the intuitive stage. (1997)

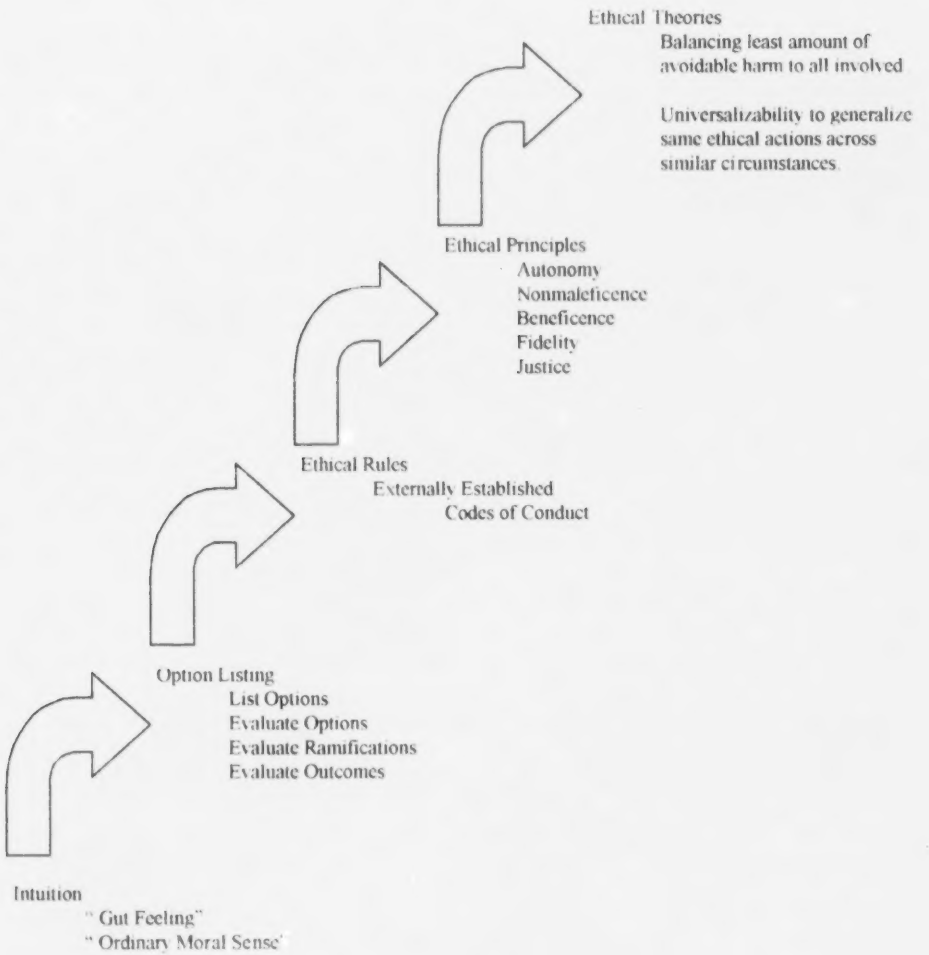

Figure 5 Kichener's Model of Ethical Decision Making

Experiential education and the use of challenge courses involve physical as well as mental and emotional risk. To appropriately gauge a group and its members, to plan an experience that meets individual needs, group needs and remains safe can be a daunting task. Decisions made by the facilitator have a tremendous impact on the

outcome of the minute, the day and the life of an individual and group. Thus having facilitators well versed in ethical decision making skills can be crucial to the safety of all involved in an experiential program.

Chapter 4

ANALYSIS OF DATA

The data presented here is an accumulation of responses from 47 respondents to the Adventure Ethics Survey. The SPSS analysis was performed. The first two tests on the data were to determine frequencies and percentages.

Table 1

Frequency and Percentages of Participant Responses Items 1 Through 4

Item 1 Gender	**Frequency**	**Valid Percent**
Male	13	28.3
Female	33	70.2
Item 2 Occupation		
Teacher	30	63.8
Counselor	17	36.2
Psychologist	0	0
Full Time Adventure Facilitator	0	0
Item 3 Highest Degree Earned		
Bachelors	24	51.1
Master	21	44.7
Doctorate	0	0
Item 4 Years Adventure Experience		
0-3 Years	19	40.4
4-7 Years	14	29.8
8-11 Years	11	23.4
12-15 Years	3	6.4
16 Plus Years	0	0

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Scenarios one through ten focused on respondent facilitators response to ethical dilemmas.

Table 2

Frequency and Percentages of Participant Responses Scenario One

	Frequency	**Valid Percent**
Agree	2	4.3
Disagree	40	85.1
Other	5	10.6

- Open ended responses indicated that further discussion with Josh needed to occur prior to making a decision concerning his exit from the element.

Table 3

Frequency and Percentages of Participant Responses Scenario Two

	Frequency	**Valid Percent**
Agree	4	8.5
Disagree	39	83
Other	4	8.5

Open ended responses listed by respondents for scenario two include:

- The facilitator set himself up with a power struggle with the group. They need to go to lunch and move on.
- I would give and encourage the opportunity to come back at a later time if time allowed.
- More processing is needed. Confront the group with what you suspect. Control becomes an issue if the group doesn't decide.
- If group goals have been met, facilitator must respond. Another activity can be done before lunch as well as the debriefing with the facilitator.

Table 4

Frequency and Percentages of Participant Responses Scenario Three

	Frequency	Valid Percent
Agree	39	83
Disagree	3	6.4
Other	5	10.6

Open ended responses concluded that pre-work with the teacher was required in the future so as not to have this occur and that establishing a full value contract wouls enable the group to move past the issue.

Table 5

Frequency and Percentages of Participant Responses Scenario Four

	Frequency	Valid Percent
Agree	46	97.9
Disagree	1	2.1
Other	0	0

Open ended comments confirmed that individuals knew the importance of following through on the reporting process.

Table 6

Frequency and Percentages of Participant Responses Scenario Five

	Frequency	Valid Percent
Agree	2	4.3
Disagree	45	95.7
Other	0	0

Open ended responses indicate that the "control" in this situation should remain with the student and that through the process of debriefing a deeper level of success might be attained.

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Table 7

Frequency and Percentages of Participant Responses Scenario Six

	Frequency	Valid Percent
Agree	24	51.1
Disagree	9	19.1
Other	14	29.8

Open ended responses listed by respondents for scenario six include thoughts on set-up guidelines that would provide for more information concerning the need for water and what should be packed or available for the students to drink. Responses indicated that most responders would have forced the water issue but not used the termination of activities as a consequence.

Table 8

Frequency and Percentages of Participant Responses Scenario 7

	Frequency	Valid Percent
Agree	39	83
Disagree	2	4.3
Other	6	12.8

Open ended responses listed by respondents for scenario eight include thoughts on the facilitators training and continued work with children. Solutions included "stepping out" of the situation and allowing someone else to facilitate while you take a quieter role.

Table 9

Frequency and Percentages of Participant Responses Scenario Eight

	Frequency	Valid Percent
Agree	2	4.3
Disagree	43	91.5
Other	2	4.3

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Open ended responses ranged from absolutely not working with a group that had someone you knew so well to allowing additional harnesses for all students that were nervous and could use additional support.

Table 10

Frequency and Percentages of Participant Responses Scenario Nine

	Frequency	**Valid Percent**
Agree	16	34
Disagree	17	36.2
Other	14	29.8

The open ended responses focused primarily on the language and attitude of the facilitator an example of thought put into Davis's issue and appropriate strategy would be as follows: Tough one! Still, the group may be absolutely right here. In the long run it may help him, as long as it can later somehow lead to him realizing that he has good ideas that can only be shared if he "plays by the rules". You as the facilitator have to uphold the group's decision here, but you can show by your body language and future input that you value Davis. This happened to me once I was "Davis". A facilitator allowed me to be muted. It helped me. Yet later both the group and the facilitator made me feel very capable

Table 11

Frequency and Percentages of Participant Responses Scenario Ten

	Frequency	**Valid Percent**
Agree	16	34
Disagree	17	36.2
Other	14	29.8

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By grouping years of experience as an adventure facilitator into one group representing those individuals with 0-3 years and a second grouping with those with 4 or more years of experience we find that in scenario 9, those individuals with more experience are slightly more likely to choose disagree than those with less experience (p=.20). (Table 12) In scenario 10, the grouping of individuals with more experience are slightly more likely to choose disagree than those with less experience (p=.037). (Table 12)

Table 12

T-Test Analysis for Significant Variance

Scenario	**Grouping**	**N**	**Mean**	**Significance**
3	Gender	Male:11 Female 30	Male:1.18 Female: 1.00	.016
7	Gender	Male: 11 Female 29	Male: 1.18 Female: 1.00	.018
10	Highest Degree Earned	Bachelors: 20 Masters 10	Bachelors: 1.65 Masters: 2.00	.033
9	Years of Adventure Experience	0-3 years: 12 Over 4 years: 21	0-3 years: 1.25 Over 4 years: 1.67	.020
10	Years of Adventure Experience	0-3 years: 12 Over 4 years: 21	0-3 years: 1.58 Over 4 years: 1.90	.037

Open ended responses listed by respondents for scenario ten include thoughts on the facilitators control issues and solutions which included allowing the group to care for themselves as a natural part of the experience. Allowing Benjamin to miss lunch was not an option favored by any respondent. Many comments also dwelled on the thought that the facilitator should be prepared for such issues and be able to compensate without taking unbridge that the student had not followed directions.

Scenario's four (Table 5), five (Table 6) and eight (Table 9) should be specifically noted for their high percentage of consistent answers. Scenario nine (Table 10) should also be noted for the diffusion of percentage points across all categories.

Following the initial tests for frequency and percentages, t tests of statistical variance were run using the .05 level of significance. The following items though significant by that standard when scrutinized further show that due to sampling size a movement of more than one response either direction would have distinct implications in the analysis. This analysis gives a general impression of how certain scenarios were answered without giving the ability to predict further information from the data as presented. By comparing gender with each scenario we find that in scenario 3, females are slightly more likely to answer disagree than males (p=.016). (Table 12) We also see that in scenario 7, females are slightly more likely to answer disagree than males (p-.016). (Table 12)

By comparing highest degree earned we find that in scenario 10, individuals with a masters degree are slightly more likely to answer disagree than individuals with a bachelors (p=.033) (Table 12)

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

In summary, 54% of the 87 adventure facilitators from the Spring Independent School District responded to a survey on adventure ethics. Analyzing the frequencies and percentages given for each scenario it is evident that in most cases the majority of respondents agree as to whether the facilitator in the scenario handled the situation correctly or incorrectly. Scenario 9 would be the only scenario incongruent with this statement, the responses given are diffused across all categories (agree, disagree, other). Using t-tests to study significant variance at the .05 level of significance allows us to see that in 5 instances certain pairings are significantly different, however, when looking at the number of individuals sampled a movement of more than one response in either direction would significantly effect the data analysis therefor the analysis gives a general impression but does not give the ability to extrapolate further information from the data as presented.

Conclusions

Based on the data presented, it can be concluded that the facilitator responses accept the hypothesis that adventure facilitators without the benefit of extensive adventure based decision making can make correct decisions based on personal knowledge and experience in the areas of empowerment, informed consent, appropriate use of risk, dual relationships and physical needs of participants.

Recommendations

As a result of this study, these recommendations can be made:

1. Follow-ups with focus groups to determine appropriate training models to enhance current facilitator training with specific information on ethical based decision making.
2. A follow-up with facilitators on the use of the "mute" technique in group.
3. A replication of this study with additional school based adventure facilitators.
4. Have facilitators debrief scenarios in small discussion groups to gain understanding/familiarity with other facilitators location within the Kitchener model of ethical decision making.

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Appendixes

Application to Conduct Research

Doug Long
16717 Ella Boulevard Spring, Texas 77090
281-586-1258 dougl@hiway.spring.isd.tenet.edu
Spring Independent School District Wellness Coordinator

Abstract
The purpose of this research study is to determine if adventure facilitators without the benefit of extensive training in adventure based ethical decision models can make correct ethical decisions based on personal knowledge and experience. The survey will be focused in the areas of empowerment, informed consent, appropriate use of risk, dual relationships, and physical needs of participants.

Data will be collected through self-reporting on an instrument that solicits yes, no and other (comments) as types of answers. Data will be anonymous and will not carry personal or district identification thus for the purposes of this research all information will be reported as a whole without being disaggregated.

Information will be analyzed with the use of SPSS software. The information obtained will be analyzed with T-testing to determine if significance exists between new adventure facilitators and those with more years experience. A T-test will also be used to look for the existence of a difference between the formal education of the facilitators.

The results of this study can be used to identify future training and inservice needs for adventure facilitators. The results of this study will also be used to partially fulfill the requirements for CNE 587: Legal Issues in Adventure Based Education /Counseling at Sam Houston State University.

Instrumentation
Attached self-reporting instrument titled " Adventure Ethics Survey".

Degree on which working
I have obtained my M.S. and am currently working on the requirements for Licensed Marriage and Family Therapist.

Approval of Professor or Committee
Yes

Name, address and phone of supervising professor or advisor
Dr. Judy DeTrude
Sam Houston University
Huntsville, Texas 77341
edu_jad@shsu.edu
409-294-1209

February 1, 2001

Dear Adventure/Challenge Course Facilitator:

I am currently researching the ethical decision making skills of school based adventure or challenge course facilitators. This information will enable the adventure programs to evaluate this component of their training and consider changes that may be made to make facilitators more effective.

The survey is designed to be anonymous; any tracking of the survey is done only in an attempt to get a higher return of surveys. No names, personal information or school district information will be used in any aspect of the research. Information will be presented as a whole and will not be disaggregated.

By completing and returning the survey form you are giving informed consent for this material to be used in this research study.

Upon completion of the survey please return in the attached, addressed, stamped envelope.

Survey information should be returned no later than April 20, 2000.

The information gathered will be used in a research paper for CNE 587: Research and Writing Projects on Ethical/Legal Issues in Adventure Based Education/Counseling at Sam Houston State University. The results of this study may be obtained from for your district.
Sincerely,

Doug Long

THIS PROJECT HAS BEEN REVIEWED BY

SAM HOUSTON STATE UNIVERSITY'S

COMMITTEE FOR

THE PROTECTION OF HUMAN SUBJECTS

936-294-3621

Adventure Ethics Survey

Results of this survey are confidential and will be reported as group data.

Please provide the following information by checking the most applicable box:

Gender
- ☐ Male
- ☐ Female

Occupation
- ☐ Teacher
- ☐ Counselor
- ☐ Psychologist
- ☐ Full Time Adventure Facilitator
- ☐ Other _____

Highest Degree Earned
- ☐ Bachelors
- ☐ Masters
- ☐ Doctorate

Years Adventure Facilitator Experience (include current year)
- ☐ 0-3 years
- ☐ 4-7 years
- ☐ 8-11 years
- ☐ 12-15 years

Please read each scenario and respond by checking the box for agree, disagree or responding in the space provided for other.

It is at the point in the day where you are beginning to need every single second if you are going to allow all of the students you are working with the opportunity to complete the zip line. You know that the bus will be arriving to pick up the students in less than an hour and you still have to debrief the day.

All of these thoughts are going through your head as you sit on the zip line platform with Josh, a student who has been frozen in place for about 45 minutes. The students on the ground have been patient and supportive until they realize that if Josh does not go they will not have the opportunity to participate. They are now beginning to yell and verbally pressure Josh into going. Josh suddenly turns to you and says, "push me off", and without hesitating you push Josh off of the platform.

☐ Agree

☐ Disagree

Other:_____

_____

You are facilitating a group of staff members on the mohawk walk. They have been actively engaged for about an hour and a half. It is nearing time for the lunch break. The group decides to take a water break and in the ensuing discussion decide that though they have not completed the activity, they have met the goals they had set during the briefing. After the water break they provide you with a detailed explanation as to how they have accomplished their goals and inform you they will not be returning to this particular element.

You suspect that they are working toward an early break for lunch so you respond by telling them that they will not be moving on to the next initiative until they have completed this one first.

☐ Agree Other:_____

☐ Disagree _____

_____

A teacher has approached you about working with her third period class. It seems that they have a difficult time working together and staying on task. Working together on the adventure course might be a way to bring around positive change.

As you are going over the full value contract and challenge of choice you notice that the group is not responding well to you. It finally becomes clear to you that the students have been told that the teacher will be grading them on their conduct and participation while working with you. The students see this as being in direct conflict with what you are trying to say about having a choice in the level of participation.

You pull the teacher aside and let her know that your adventure experience does not have a grade attached to it. Then you return and work the issue with the students.

☐ Agree Other:_____

☐ Disagree _____

_____

You are facilitating a group of students on the low element course and as you are debriefing one of the students lets it be known that he was beaten the night before for making his drunken father angry.

Later when the two of you are alone you inform the student that you will have to call Children's Protective Services and report the incident. The student becomes extremely upset and states that if he knew that you would be reporting his dad that he would not have said anything. The student also states "I thought this stuff was confidential." You realize that in your haste to start the group that you had forgotten to go over the limitations of confidentiality.

To appease the student and continue working with the group you agree not to report the incident because you had not informed him about the limits of confidentiality.

☐ Agree Other:_____

☐ Disagree _____

_____

Jean is a student that you have been watching all day. She seems afraid to do most anything, yet when she makes an honest effort she often succeeds.

As you begin belaying students on the climbing tower you realize that if Jean can make it to the top of the tower, she will realize that she can achieve anything she sets her mind to. She agrees to have you belay her, and you notice as you are hooking her up that she seems to be very nervous.

Half-way up the tower Jean states that she wants to come down. You keep her on a tight belay and let her know that you are there to support her and she is safe. Jean continues to refuse to go any further and requests to be let to the ground. You know that she is almost there and you have seen her give a little more all day in order to be successful. You know this success will be good for her. You respond, "you can come down when you reach the top."

☐ Agree Other:_____

☐ Disagree _____

_____

It is a beautiful day, the sun has warmed the temperature up to a beautiful 90 degrees however, the humidity is also at 90 percent.

You notice that all through the morning most of the students have not been drinking water. The have however been drinking every variety of soda from Mountain Dew to Coke, Pepsi and Big Red. They explain to you that their fluid intake for the day is as high as is appropriate in hot weather.

Before you begin the afternoon session you decree that "in order to continue you must drink at least two glasses of water or you will spend the afternoon sitting in the shade."

☐ Agree Other:_____

☐ Disagree _____

_____

Susan is a young lady you had in class for both of her years in the fifth grade. You and she usually disagreed and when you called her home your relationship with her parents was even worse.

Several years later you agree to assist a colleague with a high school group. As you approach the briefing circle, you notice that Susan is there and is not happy to see that you are the co-facilitator for the day.

As the day continues you begin to notice that in the debriefing of activities you are beginning to push the group into recognizing the mistakes of others especially when the mistake was made by Susan. Although you are allowing the group to call their own touches or mistakes which require them to start over, when it is Susan, you call out in a loud voice identifying her as the cause of the group's difficulties, allowing them to blame her for their group being required to begin again.

When you notice these things occurring you consult with your co-facilitator and begin to take a minor role in facilitating and debriefing the initiatives.

☐ Agree Other:_____

☐ Disagree _____

_____

You have known Jack's parents for ten years or so; you go to the same church and live in the same sub-division. You have had the opportunity to watch Jack grow up into a healthy, good looking young man.

Recently you found out that Jack's class was going to the adventure course for a day. Knowing the teacher, you called and asked to co-facilitate.

The low elements go well and you continually give Jack positive feedback. However, as the group approaches the high elements and begins preparing to climb you notice that Jack is getting really nervous.

To ease Jack's fear you go to the equipment room and get him the same type of harness the facilitators are wearing, thinking that he will feel more comfortable being outfitted the same way you are.

☐ Agree Other:_____

☐ Disagree _____

_____

You have been working all morning with a group of middle school students and you notice that Davis, in particular, continually talks and disrupts the groups planning process as well as the debriefings that you attempt to facilitate.

As you begin to listen to what Davis has to say, you realize that his ideas are pretty original but the group just cannot handle him and is beginning to fall apart because of his interruptions.

As you begin the briefing for the next initiative you tell the group that they have to pick one of their members to be mute. By unanimous decision the group picks Davis to remain mute throughout the initiative. Davis, now looking distressed, looks to you for help at which point you respond "majority rules."

☐ Agree Other:_____

☐ Disagree _____

_____

Each and every time, there is always someone who does not follow directions', some days you wonder how he/she manage to make it through life. Today it is Benjamin. Though he was reminded each day for the three days preceding the day on the adventure course, he has forgotten his lunch and is beginning to beg from other students.

Deciding that Benjamin needs to learn his lesson, even though he may have expended a lot of energy in the morning session and the afternoon will be as grueling, you inform him and the others that sharing food is not permitted and that you are only allowed to eat the lunch that you packed.

Benjamin shows you that he has money and asks to be released to the restaurant across the street. You explain that everyone must stay on school property and going off by himself is not allowed.

☐ Agree

☐ Disagree

Other:_____

_____

_____